

Documents on Diplomacy: Lessons

9/11: Walking in Their Shoes

Standard:	I. Culture II. Time, Continuity, and Change III. People, Places, and Environments V. Individuals, Groups, and Institutions VIII. Science, Technology, and Society IX. Global Connections X. Civic Ideals and Practices
Grade Level:	9–12 (research, analysis, and high level reasoning)
Objectives:	The student will: <ul style="list-style-type: none">● Review the events of 9/11 through the official documents● Discuss and share their feelings and remembrances of that day● Rewrite the official release that was the first piece of official information● Build a representative 9/11 tower in remembrance● Name their tower
Time:	2 class periods plus homework time
Materials:	<u>Documents:</u> 2001 Attack on America 2001 Our Way of Life Under Attack 2001 UN Security Council Resolution No. 1368 2001 UN Security Council Resolution No. 1373
<u>Exercises:</u>	<i>For Immediate Release</i>
<u>Materials:</u>	<i>Large piece of wood or fiber board (something sturdy)</i> <i>Black or blackish silver fabric to wrap board</i> <i>White card stock paper (2 sheets per student)</i> <i>Colored pencils and/or inks</i> <i>Quiet music</i>
Access to the internet:	
	<ul style="list-style-type: none">● FDNY Casualty numbers: http://en.wikipedia.org/wiki/New_York_City_Fire_Department_casualties_of_the_September_11_attacks● 9/11 Statistics: http://nymag.com/news/articles/wtc/1year/numbers.htm● New York City victims: http://911research.wtc7.net/sept11/victims/nyckilled.html
Procedures:	

Setting the Stage

Not much needs to be said to set the stage for this lesson, but here are some basic facts:

When terrorists attacked the World Trade Center in New York and the Pentagon in Washington, D.C. on September 11, 2001, 2,996 people died, including the 19 hijackers. Of the 2,977 victims, 246 died on the four airplanes and 2,606 died in the twin towers and on the street. (On a typical day, 50,000 people worked at the World Trade Center.) At the Pentagon, 125 died—70 civilians and 55 members of the military.

These victims included citizens from 90 different countries. Another 6,294 people were treated in local New York City hospitals alone.

Pre Lesson

1. Have students help wrap the large piece of wood or fiber board (something very sturdy) in the fabric. Use a stapler or staple gun to fix the fabric to the board. Set the board up in a prominent place in the classroom,
2. Download a recent video of the 10th Anniversary of 9/11 for projection.
3. Print out the 9/11 statistics from the *New Yorker* for each student:

<http://nymag.com/news/articles/wtc/1year/numbers.htm>

Day One

1. Place two white pieces of card stock on each desk and have art supplies available.
2. After the students are settled in the classroom, show the recent 9/11 anniversary video.
3. Talk about the feelings and remembrances that students had of this attack on America. Let them share.
4. Hand out the document: *Attack On America*, and ask a student to read it aloud, as if it were coming across the car radio. Then distribute the exercise, *For Immediate Release*.
5. Ask students to find a partner and write what they really wanted to hear the president of the United States say that morning on the *For Immediate Release* sheet.
6. Have a member of each team read their release to the class. Then ask volunteers to share and discuss any differences they hear.
7. Distribute the statistics from the *New Yorker* to each student. Discuss what they see on the statistics.
8. Now ask students to draw two normal size shoes to mount on your room tower to represent the statistics. They should design boots, high heels, tennis shoes or whatever they think a victim in either the building or on the planes might have been wearing.

When decorating the shoes, they could put for example a name, an occupation, a country's flag. etc. They can choose who to represent by looking at the other web sites listed for additional statistics.

- 9.** Play some reflective music while they work. . . quietly.
- 10.** They may finish their shoes at home for homework, but they **must** bring them back the next time the class meets.
- 11.** If they want to make more than two shoes and as a class or a group of classes make all 2,996 to represent all who died, divided the numbers participating to determine how many shoes each will be responsible to make.

Day Two

- 1.** This class period will be spent affixing the shoes to the tower, either with glue, tape or stapler—whichever will work best.
- 2.** Distribute the documents, *UN Security Council Resolutions No. 1368 and 1373* and ask students to read quietly.
- 3.** Ask each student to come forward and tell about his/her shoe(s) and whom the shoe might represent as they affix it to the tower.
- 4.** Take a photo of the full tower with all the attached shoes for further use in school paper, local paper, yearbook, bulletin board, etc.
- 5.** Ask students to get out the *For Immediate Release* exercise that they completed previously and, on the back, reflect on one of the statements below and include a title suggestion for their memorial shoe tower.
 - a.** : "We are coming for you, brother." (Broadcast on the FDNY radio)
 - b.** We had a national tragedy (President Bush)
 - c.** America has stood down enemies and we will do so this time (President Bush)
 - d.** States to work together urgently to bring to justice the perpetrators, organizer and sponsors of these terrorist attacks... (UN Security Council Resolution No. 1368)
 - e.** Concerned by the increase, in various regions of the world, of acts of terrorism motivated by intolerance or extremism.
- 6.** Collect the papers when they finish and offer to take their photos beside the memorial 9-11 tower.

Extension Activities:

- 1.** Have students bring in photos from the unveiling of the memorial at Ground Zero for discussion.
- 2.** There will be many parents, neighbors, and other members of the community who will be eager to re-tell their 9/11 stories. Send students out to record some in their own neighborhoods and put the best ones into book form for the media center or local library. ■